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ABSTRACT

Each year a study is conducted at Prince George's Community College (PGCC) to update student outcomes data using quantifiable measures of student achievement. Data for the 1989 study were obtained from the college's student information system, the University of Maryland (UM) system, and surveys of all 825 fiscal year 1988 graduates and 118 of their employers. Responses were returned from 52% of the graduates and 66% of the employers. Study findings included the following: (1) 90% of the 1988 graduates of PGCC health technology programs were employed in fields related to their majors, compared to only 50% of the criminal justice and paralegal studies graduates; (2) the four occupational programs with less than 60% job placement rates had fairly high rates of student transfer to four-year colleges; (3) over 75% of the graduates of nursing and allied health occupations programs passed their certification exams the first time, including 100% of the nuclear medicine and radiography graduates and 78% of the nursing graduates; (4) 81.3% of PGCC's graduates rated their preparation for employment as "very good" or "good," compared to 72.1% of the graduates of similarly sized colleges and 75.1% of the community college graduates statewide; (5) the job preparation of 89% of the graduates was rated as "very good" or "good" by their employers; (6) 69% of the graduates of transfer programs were attending a four-year institution when surveyed; (7) the number of PGCC graduates who transferred to UM decreased from 288 in fall 1985 to 199 in fall 1988; and (8) student ratings of PGCC's general education program indicated that it was most successful in enhancing students' self-confidence and enjoyment of learning and least successful in increasing students' knowledge of fine arts and history. (AYC)

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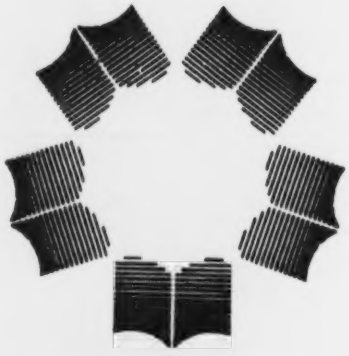
STUDENT OUTCOMES

ANNUAL SUMMARY REPORT



PRINCE GEORGE'S
COMMUNITY COLLEGE

Office of Institutional Research and Analysis

Report to the Board of Trustees BT90-2

November 1989

JC 890 512

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PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

STUDENT OUTCOMES ANNUAL SUMMARY REPORT
Report to the Board of Trustees BT90-2
November 1989

Overview

This annual update of student outcomes data provided to the Board of Trustees highlights recent findings from the College's ongoing assessment efforts. The emphasis is on those quantifiable measures of student achievement monitored by the College's institutional research office. These data are an integral part of the institutional assessment at the core of the College's response to the state's accountability mandate.

Data used in this report were obtained from the College's student information system, the University of Maryland System, and surveys of FY88 graduates and their employers conducted by the institutional research office. Questionnaires were mailed in spring 1989 to all 825 graduates of the class of 1988. The postal service returned 53 as undeliverable. A total of 402 graduates had responded when analysis commenced, yielding an adjusted response rate of 52 percent. A total of 118 employers of PGCC graduates who were working full-time in jobs related to their community college program were also surveyed. Seventy-eight employers had responded by the time of analysis, yielding a response rate of 66 percent. Since these two surveys were statewide efforts designed by the Maryland Community College Research Group and coordinated by the State Board for Community Colleges, comparison data were available for interpreting the PGCC results. Several tables in this report present findings for PGCC, "peer" colleges (Anne Arundel, Baltimore, Catonsville, Essex, and Montgomery), "small" colleges (all remaining Maryland community colleges), and statewide averages.

Technical Education, Employment and Economic Development

The College is committed to supporting County economic development by contributing to the development and enhancement of an effective local workforce. Credit programs, open enrollment continuing education courses, and contract training offered through PGCC's Center for Business and Industry Training are designed with the needs of the County's economy in mind. The College's outcomes assessment effort includes several measures intended to help evaluate its success in this endeavor.

Occupational programs at the College are constructed to prepare graduates for immediate employment in related jobs. One obvious outcomes measure for evaluating such programs is the percentage of graduates employed in jobs related to their PGCC program. Findings from the most recent survey of graduates revealed related-employment rates from over 90 percent in health technology programs to 50 percent in criminal justice and paralegal studies:

Employment of FY88 Occupational A.A. Program Graduates in Jobs Related to their PGCC Program

Program	FY88 Graduates	Survey Respondents	Employed in a Related Field FT	PT	Total	Percent
Nursing	83	50	42	7	49	98%
Allied Health	38	16	15	0	15	94%
Office Admin.	16	8	7	0	7	88%
Computer Serv.	11	5	4	0	4	80%
Business Mgt.	152	75	53	3	56	75%
Computer Tech.	72	35	25	1	26	74%
Accounting	38	19	12	2	14	74%
Electronics	25	14	8	0	8	57%
Marketing	31	14	7	1	8	57%
Crim. Justice	35	20	9	1	10	50%
Paralegal	29	20	9	1	10	50%

SOURCE: OIRA annual graduate follow-up survey conducted in spring 1989. Programs with less than five respondents are not shown. Allied Health total is aggregate of several programs. Only A.A. graduates are included.

Further analysis of the four occupational programs with relatively low job placement rates revealed fairly high rates of student transfer to four-year colleges and universities. Substantial proportions of the graduates in each program were continuing their formal education when surveyed: 64 percent of the Marketing graduates, 60 percent of the Paralegal grads, 40 percent of the Criminal Justices grads, and 36 percent of the Electronics Technology grads.

PGCC programs in nursing and allied health professions are designed to prepare graduates for certification and immediate employment. National professional organizations provide certifying exams in all five active PGCC health technology programs. The pass rate of PGCC graduates on these externally designed and administered tests contributes additional feedback assisting the College in its assessment efforts. The results for the most recent examinations in each field are reported below:

Pass Rates of PGCC Graduates on Certification Examinations
First-time Examinees

Program	Exam	Total Candidates	Number Passed	Pass Rate
Nuclear Medicine	ARRT-NMT	4	4	100%
Radiography	ARRT-Rad.	10	10	100%
Medical Records	ART	8	7	88%
Nursing	NCLEX-RN	74	58	78%
Respiratory Ther.	CRTT	9	7	78%

SOURCE: Health Technology Division. Most recent data are presented; 1989 for Nuclear Medicine, Radiography, and Respiratory Therapy; 1988 for Nursing; and 1987 for Medical Records.

PGCC's nursing graduates had a lower pass rate than the average of all Maryland associate degree first-time examinees (89 percent) and the national pass rate (90 percent). PGCC respiratory therapy graduates achieved a pass rate (78 percent) below the national rate of 88 percent. This was the first time since 1982 that PGCC examinees had a pass rate below the national average on the CRTT, and followed two years with PGCC pass rates of 100 percent. The 88 percent pass rate for FY87 graduates in Medical Records was near the national pass rate of 89 percent.

In the spring 1989 survey the College's graduates were asked how well their community college education had prepared them for employment. Four out of five rated their employment preparation very good or good on a five point scale. PGCC's graduates rated their preparation more highly than peer college and state averages:

Graduates' Ratings of Community College Employment Preparation
(Percent of FY88 Survey Respondents)

	PGCC	Peers	Small	State
Very Good	33.2%	29.0%	31.3%	30.4%
Good	48.1	43.1	45.7	44.7
Fair	15.8	24.1	19.1	21.1
Poor	2.3	2.9	2.6	2.7
Very Poor	0.6	1.0	1.3	1.1
Total responding (100%)	310	1,217	1,052	2,579

Employers of PGCC occupational program graduates who were working full-time in jobs related to their college program were asked to rate several facets of the graduates' job performance. Responses were distributed as follows:

Employer Ratings of PGCC Graduates' Job Preparation
Supervisors of FY88 Graduates

	Very Good	Good	Fair	Poor	Very Poor	No Opinion
Overall preparation for employment	35	30	8	0	0	2
Knowledge of specific technical job skills	31	38	3	0	0	3
Familiarity with job-required equipment	28	33	8	1	0	5
Ability to learn on the job	50	19	4	0	0	2
Ability to solve job-related problems	32	34	8	1	0	0
Oral communications	33	29	11	2	0	0
Writing skills	26	30	11	2	0	6

The overall job preparation of nine of every ten PGCC graduates was rated very good or good by their immediate supervisors. Oral and written communication skills received somewhat lower ratings than other job skills. Employer ratings of overall job preparation for PGCC and peer college graduates from the last five surveys were as follows:

Employer Rating of Graduate Overall Job Preparation
Percent Rated Very Good or Good on Five Point Scale
Peer College Comparison

	1980	1982	1984	1986	1988
Prince George's	89%	95%	81%	95%	89%
Anne Arundel	78%	96%	96%	94%	96%
Catonsville	90	93	87	91	95
Essex	88	84	85	86	93
Montgomery	84	91	91	87	85
All MD comm. colleges	87%	89%	89%	90%	90%

The preceding information related to the employment experiences of graduates of the College's credit programs. A majority of the College's **noncredit** students under age 60 attend for job-related reasons: to update skills for currently held jobs, to prepare for a change in career, or to prepare for entry into a first career. The College includes its noncredit students in its outcomes assessment efforts, most recently by surveying a sample of students who enrolled in noncredit classes during FY87. Two-thirds of the respondents indicated they had achieved their job-related goals, similar to the findings for other community colleges participating in the statewide survey. An indirect indicator of the College's success with noncredit student education is its growing contract training program. Numerous local businesses and government agencies are using the College for the continuing education and professional development of their employees. (The list of contracting organizations for FY89 is appended.)

Transfer Preparation

Half of the College's credit students are preparing for transfer to a four-year college or university. The College has six programs designed for transfer: Arts and Sciences, Business Administration, Computer Science and Information Systems, Engineering, General Studies, and Teacher Education. Most students who transfer do so without completing their community college program. However, the experiences of those who graduate before transferring are especially valuable since they have completed the entire PGCC curriculum. The survey of FY88 graduates found 69 percent of the transfer program completers were continuing their education when surveyed the following spring. Two-thirds were enrolled full-time. Continuing education findings for each program were as follows:

Percent of Transfer Program Graduates Continuing Education

	FY88 Grads	Survey Respondents	Continuing Education: Full-Time	Continuing Education: Part-Time	Continuing Education: Total	Continuing Education: Percent
Engineering	11	2	1	1	2	100%
Teacher Educ.	49	22	10	6	16	73%
General Studies	108	49	25	10	35	71%
Arts & Sciences	13	6	4	0	4	67%
Business Admin.	57	29	12	7	19	66%
Info. Systems/ Comp. Sciences	6	4	0	1	1	25%

SOURCE: OIRA annual graduate follow-up survey.

Four-fifths of all the FY88 graduates who were continuing their education rated their PGCC preparation for transfer very good or good, similar to statewide findings:

Graduates' Ratings of Community College Transfer Preparation
(Percent of Respondents)

	PGCC	Peers	Small	State
Very Good	41.9%	36.0%	38.4%	37.5%
Good	38.3	44.9	43.9	43.8
Fair	16.2	15.0	15.2	15.2
Poor	3.0	3.0	2.1	2.7
Very Poor	0.6	1.1	0.3	0.7
Total responding (100%)	167	822	617	1,606

How well do PGCC transfers do at senior institutions? Data compiled by the University of Maryland System shed some light on those who transfer to a UMS campus. These data report enrollment and grade point averages as of the end of Spring 1989 for all PGCC students entering a UMS campus in a given fall term, not just those who earned the A.A. degree first. (The above survey findings were restricted to PGCC graduates.) The College Park campus of the University of Maryland continues to be the most popular destination of PGCC transfer students. Data from the UMS central office reveals a sharp decline in the number of PGCC students transferring in 1988:

PGCC Transfers at the University of Maryland College Park
GPAs of Fall UMCP Entrants at the End of Spring 1989

Entering Term	Number Entered in Fall	Still Enrolled Spr 89	Cumulative GPA after Spring 1989 <1.00	1.0-1.9	2.0-2.9	3.0-4.0
Fall 1985	288	53	0	0	34	19
Fall 1986	287	115	1	8	75	31
Fall 1987	279	152	0	11	95	46
Fall 1988	199	159	8	29	76	46

The number of PGCC students transferring to College Park in Fall 1988 (199) was only 70 percent of that three years earlier (288 former PGCC students entered UMCP in Fall 1985). New, more restrictive transfer regulations implemented by UMCP have contributed to this decrease. (For example, students who were ineligible to enter UMCP out of high school must earn a 3.0 in at least 28 credits attempted at PGCC in order to transfer.

Students who earn the A.A. degree may transfer directly to UMCP as long as their last 15 credits were earned at the community college.) Over three-fourths of the most recent transfers had cumulative grade point averages at College Park of 2.0 and above. Eight students, or five percent, had GPAs below 1.0 after one year at UMCP. Further analysis of the first transfer cohort tracked, those entering UMCP in Fall 1985, found 18 percent (53 of 288) still enrolled at UMCP. Fourteen other students, or less than five percent of all PGCC transfers in Fall 1985, had graduated from UMCP by the end of Spring 1989.

Fewer PGCC students choose the University of Maryland Baltimore County campus. Thirty-five PGCC students transferred to UMBC in Fall 1988; they had a mean GPA at the end of Spring 1989 of 2.5, compared to 2.7 for all Maryland community college transfers to UMBC in Fall 1988.

Enrollment and grade point average data were also available for five other institutions in the University system. The number of PGCC transfers to each in Fall 1988 ranged from 52 to Bowie State to one at Coppin State:

Grade Point Averages of PGCC Transfers at Selected State Schools
PGCC Transfers Entering in Fall 1988

		Cumulative GPA after Spring 1989			
	Students	<1.00	1.0-1.9	2.0-2.9	3.0-4.0
Bowie State	52	3	7	19	23
Towson State	47	2	5	31	9
Salisbury State	17	0	1	12	4
Frostburg State	5	0	2	2	1
Coppin State	1	0	1	0	0

PGCC transfers as a group were doing particularly well at Bowie State, with over 44 percent having GPAs of 3.0 and above after one year.

The College is working with representatives of SBCC and the University to develop a transfer student data exchange system to provide more comprehensive information about student achievement at four-year schools. At the moment, the grouped grade point average data will have to suffice.

Student Growth and Achievement

Prince George's Community College recognizes its obligation to provide all degree-seeking students with the concepts, values, methods, and skills that constitute general education. All A.A.

recipients must complete a minimum of 20 credit hours distributed among English, humanities, social sciences, mathematics, and science. Assessing whether students have achieved the goals of the general education requirements is not an easy task. The College's Task Force on Institutional Assessment considered testing, portfolio assessment, and graduate interviews, among other approaches, and concluded that such methods were problematic and expensive. The Task Force adopted a recommendation that a general education question be included in research office surveys, asking the students to assess how their attendance at PGCC furthered their general education along several dimensions. The question, asked in a five-point scale from 1 ("not at all") to 5 ("a great deal"), was included in the most recent statewide graduate survey, so comparative data are available. Weighted averages for the FY88 graduates were as follows:

Graduate Self-reported Ratings of General Education
Weighted Averages, Five-point Scale

Dimension	PGCC	Peers	Small	State
Self confidence	3.94	3.90	3.99	3.94
Enjoyment of learning	3.90	3.90	3.89	3.89
Goal clarification	3.90	3.83	3.89	3.87
Writing improvement	3.59	3.56	3.57	3.57
Reading comprehension	3.26	3.22	3.27	3.25
Science understanding	3.23	3.42	3.46	3.41
Mathematics ability	3.13	3.23	3.31	3.26
Attentiveness to news	3.11	3.02	3.11	3.07
Knowledge of history	2.87	2.94	2.77	2.86
Appreciation of fine arts	2.59	2.96	2.83	2.87

Based on the graduates' own self-assessments, the College appears to have been most successful in enhancing student self confidence, instilling an enjoyment of learning, and helping students clarify their educational and career goals. The curriculum was apparently less successful in increasing students' knowledge of other cultures and history, or in developing an appreciation of the arts. These findings mirrored those of the state as a whole.

Summary

Regardless of their primary goal in attending the College, nearly 72 percent of PGCC's FY88 graduates indicated they had achieved it completely; this was above the statewide average of 70 percent. Another 24 percent had "partly" achieved their goal at PGCC. Thus, 19 of every 20 students had at least partly

achieved their purpose in coming to the College. Nine of every ten respondents said they would definitely or probably attend PGCC if they "had to do it over again." This was similar to the proportion of all Maryland community college graduates responding to the survey. These measures, together with the graduates' ratings of their preparation for employment and transfer, suggest they were satisfied with their experiences at the College; the graduates' perspectives on their own educational outcomes constitute one component of a comprehensive assessment effort. More objective measures, such as the job placement data, also support the conclusion that the College is serving well those who persist to program completion.

The College needs better information from four-year colleges and universities to better assess the success of its transfer function. Data are needed at the individual student record level, so the information can be linked to variables on the College's student information system. Procedures can be developed to safeguard student record confidentiality, while facilitating more thorough analysis.

Craig A. Clagett
Director
Institutional Research and Analysis

ORGANIZATIONS SERVED BY PGCC
FY 89

Through Contract Training:

Adventist Health Systems
Air Conditioning Contractors of America (ACCA)
Andrews Air Force Base
Arundel Asphalt Company
Asbestos Workers Union Local #24
Associated Builders and Contractors
Banner Glass, Inc.
Beretta USA, Inc.
Capital Centre
Cherry Hill Camp City
Computer Science Corporation
Department of Health and Mental Hygiene, Baltimore
Encore Marketing International
Federal Savings & Loan Insurance Corporation
Goddard Space Flight Center
Hechinger, Inc.
Holiday Inn
Hughes Technical Services
Independent Electrical Contractors of Maryland
International Association of Independent Fee Appraisers
Ironworkers Joint Apprentice/Training Committee Local #5
Labor Agency of Metropolitan Washington, DC
Marriott Corporation
*Maryland National Capital Park & Planning Commission
Maryland State Department of Education, DVTE
Maryland State Department of Health & Mental Hygiene
National Association of Independent Fee Appraisers
Naval Research Laboratory
Operating Engineers Local 77 Training School
Ottenburg Bakery
Painters/Decorators District Council #51
Pizza Movers
*Prince George's County Department of Aging
Prince George's County Department of Mental Health
Prince George's County Department of Social Services
Prince George's County Fire Department
Prince George's Hospital Center
Prince George's County Housing & Community Development
Prince George's County Office of Personnel Training
*Prince George's County Police Department
*Prince George's County Public School System
Prince George's Private Industry Council
Queen Anne School
Refrigeration Service Engineers Society (RSES)
Rips Country Inn
Sheetmetal Training School
Southland Corporation
The World and I Magazine
United Cerebral Palsy Association

University of Maryland
US Department of Agriculture
US Department of Justice
Washington Building & Trades Council
Washington DC Joint Electrical Apprenticeship Training Council, Local 26
Washington Suburban Sanitary Commission
Westinghouse

Through Co-Sponsored Events:

American Aerobics Association
American Marketing Association
AMI Doctor's Hospital
Bowie State University
Creative Health Consultants
In Business Magazine
Management Resources Development Corporation
Maryland Association of Counseling and Development
Maryland Department of Human Resources
Minority Business Resource Institute
Minority Enterprise Commission
Minority Women Business Owners Association
Municipal Police Chiefs Association
National Association of Home Based Businesses
Office of International Trade, Baltimore
Prince George's Chamber of Commerce
Prince George's County Commission for Women
Prince George's County Department of Aging
Prince George's County Economic Development Corporation
Prince George's County Family Day Care Association
Prince George's County Memorial Library
Prince George's County Volunteer Coordinators Association
Sex Education Coalition
Small Business Administration (Washington Office)
Suicide Prevention Center and Hotline, Prince George's County
University of Maryland Entrepreneurial Center
U.S. Department of Treasury
Women Business Owners of Prince George's County

*Also participated in a co-sponsored event.

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